
Arizona Department of Education

Graduation Rate Study *Code Descriptions*

Last Updated: November 4, 2002

Published by Arizona Department of Education.

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Revision History

This manual has been completely revised since the December 19, 2001 edition was published last year. The following table identifies the major changes.

Revision Descriptions

- 1 **Data is organized and collected by cohort (graduating) class.**

In the past, Graduation Rate Study data was collected by fiscal year. Starting with 2002, the four year graduation outcomes and fifth year adjustments are organized and reported by cohort (graduating) class. This change appears throughout the document and the related code descriptions.

For more information about cohort classes and how to determine the cohort class membership for students, see “*Cohort Class Membership*” on page 5.

Note: During each annual reporting period, you will provide data about more than one cohort class.

- 2 **The data collection deadline changes from October to July of each year.**

Starting with 2002 cohort class, you must provide your Graduation Rate data by 5 July 2002.

For more information about what data you must report by the July deadline of each year, see “*Graduation Rate Reporting Period*” on page 2.
- 3 **The cutoff date between fourth year and fifth year adjustments reporting changes for summer graduates.**

In previous years, because Graduation Rate data was collected in the fall, you could include summer graduates as part of the fourth year data. Because the deadline has moved, you must now report summer graduates as part of the fifth year adjustment data.

For more information about how to define fifth year adjustment graduates, see “*Fifth Year Outcome Options*” on page 14.
- 4 **New codes have been added to accommodate new requirements for cohort classes starting with 2006 because of the Arizona Instrument to Measure Standards (AIMS) test requirements.**

Starting with the 2006 cohort class, these new codes make distinctions between the reasons why a student did not graduate at the end of four years. These codes are:

Four Year Graduation Outcomes

 - “*Completers*” defined on page 9
 - “*Attendees*” defined on page 9
 - “*Still Enrolled (AIMS)*” defined on page 9
 - “*Still Enrolled (Met No Requirement)*” defined on page 10

Fifth Year Adjustments

- 5 **Many of the existing codes have been redefined to include Arizona Instrument to Measure Standards (AIMS) test requirements that start with the 2006 cohort class.**

Starting with the cohort class of 2006, the Arizona Instrument to Measure Standards (AIMS) test requirements change the meaning of several existing codes. These codes are:

Four Year Graduation Outcomes

- “*Graduates*” defined on page 8
- “*Still Enrolled (Course of Study)*” defined on page 10
- “*Dropped Out*” defined on page 11

Fifth Year Adjustments

- “*Fifth Year Graduate - Still Enrolled (Course of Study)*” defined on page 14
- “*Fifth Year GED Recipients*” defined on page 15

- 6 **Fifth year seniors who transfer into your school are reported using fourth year codes.**

In the past, the transfer in code was used only to report students who transferred into your school between the start of the freshman year and the cohort (graduating) class spring commencement. Now, this code is used to report fifth year seniors who transfer into your school to complete their high school education.

For more information about how to report a fifth year transfer in student, see “*Fifth Year Transfer In Students*” on page 13.

- 7 **More examples have been provided to illustrate the use of Graduation Rate Study codes.**

These examples have been created to help you understand how to accurately use each of the codes. They provide a detailed description of a student situation and explain which code to use.

- 8 **Data collection worksheet has been developed to help you to collect and prepare your Graduation Rate Study data.**

You can download this Microsoft Excel worksheet from the Research and Policy area of the ADE website (www.ade.az.gov/researchpolicy/gradrate/). Once your data is ready, you can use the new Graduation Rate Study online reporting system available through the Common Logon Application Access Menu on the ADE website.

- 9 **The names of the Fifth Year codes have been changed to be more descriptive.**

The codes had been called “Fifth Year Adjustment” because the counts were provided in the fifth year, and they were an adjustment to the 4 year data. The new names are “Fifth Year Graduates” to emphasize that only graduates get included in the counts.

1 Introduction

Overview

This document serves as an overview of the codes used for reporting Graduation Rate Study data, as well as the methodology used in gathering the data. Examples are included.

Background

The Graduation Rate Study is a longitudinal study that includes Arizona public high schools that offer a diploma. The purpose of the study is to determine the outcome of Arizona high school students. It focuses on the positive aspects of completion; those students that graduate on time (within four years) and those who take an extra year (in a fifth year). Data is collected by cohort (graduating) class at the end of four years, with an update at the end of the fifth year to include students who graduate in a fifth year of high school.

The nature of a longitudinal study requires diligence in tracking students over a period of time. To ensure the accuracy of this study, it is extremely important that each district and/or school tracks and accounts for each student very carefully. To avoid the duplication of student counts, it is essential that students are NOT accounted for more than once in any of the categories outlined in this document. In fact, the total number of students in each category MUST equal the school's cohort (graduating) class membership.

It is important to recognize the differences between the reporting of graduates in the Year End Enrollment Report and the Graduation Rate Study. The Year End Enrollment Report collects the number of graduates by grade in a given school year. The Graduation Rate Study examines the number of graduates for a given cohort year – over the span of five school years. A cohort year is based on a standard four year high school career beginning on a student's first time enrollment in the ninth grade.

For more information, see "*Cohort Class Membership*" on page 5.

Reporting Requirements

Reports are required from every Arizona public school that offers a high school diploma and has served members of a particular, even if no students from the cohort graduate. Reports must be submitted each year to the Arizona Department of Education, Research and Policy Division.

Graduation Rate Reporting Period

The study covers a five-year period of time.

- The start of each cohort class reporting period is the first day of the school year when a new cohort (graduating) class enters the ninth grade (or enters high school) for the first time.
- The four year graduation outcomes for a cohort class report the disposition of each student at the end of the four years, including the spring commencement. It does NOT include students who graduate in the summer after the spring commencement.
- The fifth year graduate adjustments report the graduation outcomes for a cohort class starting with the summer after the fourth year and goes through the following spring commencement. It does NOT include graduates in the summer after the fifth year.

A student who graduates in the summer after completing five years of high school is not counted as a graduate for the Graduation Rate Study.

For example, the Class of 2002's data is reported in these time frames:

- Four year graduation outcomes: Fall 1998 through Spring 2002.
- Fifth year graduate adjustments: Summer 2002 through Spring 2003.

Note: If any members of the Class of 2002 graduate in Summer 2003, they are not reported on the fifth year form.

The following table identifies what Graduation Rate data must be submitted to the ADE over the next several years.

Cohort (Graduating) Class Reporting Periods			
Students start 9th Grade For The First Time In The Fall of...	Cohort Class Membership	Report 4 Year Graduation Outcomes In July of...	Report 5 Year Graduation Outcomes In July of...
1997	2001	2001	2002
1998	2002	2002	2003
1999	2003	2003	2004
2000	2004	2004	2005
2001	2005	2005	2006
2002	2006	2006	2007
2003	2007	2007	2008
2004	2008	2008	2009
2005	2009	2009	2010

For each graduating class, you must report the following:

- Graduation outcomes for each cohort class at the end of 4 years. This includes everyone who graduates within 4 years, even if they graduate early.
- Graduation outcomes for each cohort class at the end of 5 years. This includes every student in the cohort class that graduates between the 4 and 5 year spring commencements.

Note: Graduates in the summer after the 5 year spring commencement are not reported in the Graduation Rate Study.

The rules and codes used to report Graduation Rate Study data change over time, and they are different for cohort classes starting with 2006 because that class is also required to pass the AIMS test in order to meet graduation requirements. This manual explains when and how to use each of the codes.

It is critical that you use the correct codes for each cohort class.

USDE Survey Report

In addition to the cohort class graduation outcomes, each school is also required to provide data for the USDE Graduates and Completers Survey each year. Unlike the Graduation Rate Study data, the USDE survey collects data about all graduates during the fiscal year regardless of grade, age or cohort affiliation.

Submitting Your Report Data

There are two methods for submitting data.

- Your graduation rate data can be typed into the forms available on the Graduation Rate application available through the ADE's Common Logon Application menu.
- If you have an automated student information system, you may elect to create a series of extract files that meet specific file format specifications. Once these files are prepared, they are uploaded for processing by the Graduation Rate application.

For more information about the file upload procedure, see the *Graduation Rate Study User Manual*.

Reporting Process

Use the following procedure to report Graduation Rate Study data.

You can use the Graduation Rate Study Worksheet to help you prepare your data for reporting. It is available from the ADE website (www.ade.az.gov/researchpolicy/gradrate/)

- Step 1:** Define the cohort class membership.
- Step 2:** Provide ethnicity and gender information for each cohort class member.
- Step 3:** Provide an outcome for each cohort class member.
- Step 4:** Complete the Graduation Rate Study form.
- Step 5:** Enter your data on the Graduation Rate Study application available on the Common Logon.

For more information, see the *Graduation Rate Study User Manual* available from the ADE Research and Policy website.

Outcome Codes Overview

Graduation Rate Study focuses on the specific categories of students. The following table identifies each student category and provides the page number where you can learn more about them. .

Outcome Code	Page
Graduates	8
Completers	9
Attendees	9
Still Enrolled (AIMS)	10
Still Enrolled (Course of Study)	10
Still Enrolled (Met No Requirement)	10
Dropped Out	11
Status Unknown	11
GED Recipient	11
Fifth Year Graduate - Still Enrolled (AIMS)	14
Fifth Year Graduate - Still Enrolled (Course of Study)	14
Fifth Year Graduate - Still Enrolled (Met No Requirement)	14
Fifth Year Graduate - Dropped Out	15
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2 Cohort Class Membership

Overview

Membership in a cohort class (graduating class) is established at the time of the student's first enrollment in ninth grade (or in high school, if the student's first year of high school is in a grade other than grade 9). The student's identity with the cohort class remains the same, regardless of the time it takes to complete requirements for graduation.

For the Class of 2002 Graduation Rate Study, membership is considered to be those students who were FIRST TIME NINTH-GRADERS in the school year 1998-1999 and all students who joined the cohort class over the subsequent four years.

The appropriate cohort class of all students in the Graduation Rate Study is consistent with State Board of Education Rules.

Cohort Class List

A cohort class includes all of the students who belong to the cohort class. In addition to the student's names, the cohort class list must also include:

- Ethnicity (White, Black, Hispanic, American Indian, Asian)
- Gender
- Outcome

For more information about outcomes, see "Four Year Graduation Outcomes" on page 8.

Cohort Class Membership

The cohort class membership represents a head count of students that should be at your school and should be graduating at the end of four years and is calculated using the original class enrollment, plus all students who transferred into the class, minus students who died or transferred to another school at any time during the next four years.

$$\text{Cohort class Membership} = \text{Original Enrollment} + \text{Transfer In} - \text{Transfer Out} - \text{Deceased}$$

The cohort class membership number is the denominator used to calculate the outcome rates for your schools.

Original Enrollment

The original enrollment for a cohort class represents those students that begin high school (or the ninth grade) for the first time at your school.

The original enrollment for the current cohort is the number of first time ninth graders at your school four years ago.

Do not include ninth-graders who were retained from the prior school year. These students are members of the previous cohort class.

For example, the original enrollment for the 2002 cohort class includes students who were first time ninth graders in this school at the beginning of the 1998-1999 school year. If a new high school opens during the 2000-2001 school year, it will not have any original enrollment for a cohort until 2004 because those students did not start their first year of high school at that school (they have begun elsewhere and are transferring into the cohort).

Transfer In Students

A transfer in student is any student transferring into a cohort at your school. Each transfer student's cohort class affiliation is based on the year that the student was a first time ninth grader in any school.

Do not list the same student more than once on the list, even if that student transferred in and out of the class several times.

For example, the transfers in for the 2002 cohort year include students who transferred in to this cohort class at any time during the 1998-1999 through 2001-2002 school years, and were first time ninth graders during the 1998-1999 school year.

It is important that a student is correctly associated with his or her cohort. Four students may transfer into the tenth grade at one school and be associated with four different cohorts. Again, it is important to determine when the students first began the ninth grade (or first started high school).

Students can also transfer into a cohort class during the fifth year graduate adjustment period. For more information, see "*Fifth Year Transfer In Students*" on page 13.

Transfer Out Students

A transfer out student is any student who was a member of this cohort class but transferred to another school or educational program leading to a high school diploma over the four years of study. Students who have transferred to another school are deducted from your school's cohort class membership count.

This includes students who transferred to another public school, a private school, a state juvenile correction facility, or any other school within Arizona or out of state, as evidenced by a request for transcript or other verifiable information. The criteria for defining a student as a transfer student is consistent with Year-End Enrollments report withdrawal code W1, and the documentation required is the same.

For more information about the Year End Enrollment code W1, see the *Year-End Enrollment Code Descriptions Manual*.

For example, the transfers out for the 2002 cohort year include students who were members of the 2002 cohort class and transferred out after the start of the 1998-1999 school year.

Deceased Students

A deceased student is any student who was a member of this cohort class and died before graduation. Students who have died are deducted from your school's cohort class membership count.

For example, the deceased students for the 2002 cohort year include students who were members of the 2002 cohort class and died after the start of the 1998-1999 school year.

Cohort Class Examples

The following examples show how to apply the cohort class membership to individual student situations.

- Kris was began his freshman year for the first time at Ironwood High School in the 1998-1999 school year and is a member of the Class of 2002. By the end of his senior year, Kris completed all requirements necessary for graduation. In May of 2002, Kris graduated from Ironwood High School with a Diploma and is a four year graduate in the Class of 2002. He is reported as Original Enrollment (line A) and a graduate on the four year report
- Martin was a freshman at Amphitheater High School in 1997-1998 and is a member of the Class of 2001. However, because of absences, he did not earn enough credits by the end of the year to become a sophomore. He was enrolled as a freshman again in 1998-1999. Although he graduated in May of 2002, Martin is NOT a member of the Class of 2002. He is a fifth year graduate from the Class of 2001 and should be reported on the Fifth Year Adjustment portion of the Graduation Rate Study Form.
- Jen was enrolled in the ninth grade at Waverly High School in the 1998-1999 school year and is a member of the 2002 cohort class. Jen failed to earn enough credits to become a sophomore, and during the summer, transferred to North High School as a freshman for the 1999-2000 school year. Even though Jen is assigned to a freshmen homeroom, she is NOT a member of the Class of 2003, she remains a member of the 2002 cohort class.

3 Four Year Graduation Outcomes

Overview

When you have listed all members of the cohort class, determine the four year statuses for each of those students. Assign ONLY ONE of the following outcomes to each student.

- Graduate
- Still Enrolled (Course of Study)
- Transferred
- Deceased
- Dropped Out
- Status Unknown
- GED Recipient

Starting with the 2006 cohort class, when passing the Arizona Instrument to Measure Standards (AIMS) test will first be required for graduation, these additional outcomes are available:

- Completer
- Attendee
- Still Enrolled (AIMS)
- Still Enrolled (Met No Requirement)

For each cohort class, you must also include the graduation outcome of each student who completed graduation requirements prior to the expected class commencement (early graduates). However, if a student graduates later than his or her class, even if it is in the summer, you must report late graduates as part of the fifth year adjustment for the cohort class.

For the cohort class of 2002, you must report all students who graduated or completed high school starting with the fall of 1998 through the spring of 2002. Late graduates, from summer 2002 through spring 2003, are included in the fifth year adjustment for this class.

Outcome Options

The following sections provide detailed descriptions of these outcomes. Each student on your cohort class may only have one outcome.

Graduates

A graduate is a member of the cohort class who met one of the following requirements to receive a high school diploma from this school:

- Fulfilled a course of study

- Completed an Individual Education Plan (IEP)

For cohort classes prior to 2006, assign this code to all students who received a high school diploma from this school.

Starting with cohort class of 2006, the student must also receive a passing score on the Arizona Instrument to Measure Standards (AIMS) test. At that time, the new requirements become:

- Fulfilled a course of study AND received a passing score on the AIMS test
- Completed an Individual Education Plan (IEP) AND fulfilled the AIMS requirement specified in their IEP.

Completers

A completer is a member of the cohort class (starting with 2006) who meets one of the following requirements:

- Fulfilled a course of study but did NOT receive a passing score on the AIMS test.
- Completed an Individual Education Plan (IEP) but did NOT fulfill the AIMS requirement specified in their IEP.

Completers have concluded their high school education and are not expected to re-enroll.

Currently, there is NOT an official policy on completers. The definitions in this document will be revised to reflect State Board of Education policies, once established.

This is a new outcome starting with the 2006 cohort class and may not be used with any student who is a member of a cohort class prior to 2006.

Attendees

An attendee is a member of the cohort class (starting with 2006) who meets one of the following requirements:

- Did NOT fulfill a course of study (whether or not they received a passing score on the AIMS test).
- Did NOT complete an Individual Education Plan (IEP) (whether or not they fulfilled the AIMS requirement specified in their IEP).
- Turned 22 years of age.
- Attended this school as a twelfth grade foreign exchange student.

Attendees have concluded their high school education and are not expected to re-enroll.

Currently, there is NOT an official policy on attendees. The definitions in this document will be revised to reflect State Board of Education policies, once established.

This is a new outcome starting with the 2006 cohort class and may not be used with any student who is a member of a cohort class prior to 2006.

Still Enrolled (AIMS)

A student still enrolled (AIMS) is a member of the cohort class (starting with 2006) who is enrolled in this school for a fifth year of high school who meets one of the following requirements:

- Fulfilled a course of study but DID NOT receive a passing score on the AIMS test
- Completed a course of study but DID NOT fulfill the AIMS requirement specified in their IEP.

These students are now enrolled for a fifth year of high school.

If the student receives a passing score on the AIMS test after the report deadline, he or she will be counted as a fifth-year graduate for this cohort class and reported next year as a fifth year adjustment for this cohort class.

This is a new outcome starting with the 2006 cohort class and may not be used with any student who is a member of a cohort class prior to 2006.

Still Enrolled (Course of Study)

A student still enrolled (course of study) is a member of the cohort class who is enrolled in this school for a fifth year of high school who meets one of the following requirements:

- DID NOT fulfill a course of study
- DID NOT complete an Individual Education Plan (IEP)

These students are now enrolled for a fifth year of high school.

If the student completes course of study requirements or an Individual Education Plan after the report deadline, he or she will be counted as a fifth-year graduate for this cohort class and reported next year as a fifth year adjustment for this cohort class.

For cohort classes prior to 2006, assign this code to ALL students who enroll for a fifth year of high school.

Starting with 2006 cohort class, the student must also receive a passing score on the Arizona Instrument to Measure Standards (AIMS) test. At that time, the new requirements become:

- Did NOT fulfill a course of study but received a passing score on the AIMS test
- Did NOT complete an Individual Education Plan (IEP) but fulfilled the AIMS requirement specified in their IEP.

Still Enrolled (Met No Requirement)

A student still enrolled (met no requirement) is a member of the cohort class (starting with 2006) who is enrolled in this school for a fifth year of high school and meets one of the following requirements:

- DID NOT fulfill a course of study and DID NOT receive a passing score on the AIMS test
- DID NOT complete a an Individual Education Plan (IEP) and DID NOT fulfill the AIMS requirement specified in their IEP.

These students are now enrolled for a fifth year of high school.

If the student completes course of study requirements or an Individual Education Plan after the report deadline, AND receives a passing score on the AIMS test (or fulfilled the AIMS requirement specified in their IEP), he or she will be counted as a fifth-year graduate for this cohort class and reported next year as a fifth year adjustment for this cohort class.

This is a new outcome starting with the 2006 cohort class and may not be used with any student who is a member of a cohort class prior to 2006.

Dropped Out

A drop out student is a member of the cohort class who left school with the intention of NOT completing the necessary requirements for graduating from this school. The student withdrew from this school and DID NOT transfer to another school, graduate, receive a GED, or die during the reporting period.

The school has confirmed the student's dropout status by verbal notification or other acceptable method. Any student who was withdrawn under the Year-End Enrollment report codes W2, W3, W5, W11, and W12 (or a corresponding S code), did NOT return to school, and DID NOT receive a GED will be counted as Dropped Out.

For more information, see the Year End Code Description manual for specific transfer and dropout codes.

Starting with the 2006 cohort class, students with outcomes as completers and attendees are not considered Dropped Out.

Status Unknown

An status unknown student is a member of the cohort class who is no longer enrolled at this school, did not transfer to another school, did not graduate and did not die. The academic statuses of these students are unknown to the school or school district.

A status unknown student is given the students with the Year-End Enrollment report codes W4 or S4.

For more information, see the *Year End Code Description Manual* for specific code definitions.

GED Recipient

A General Educational Development (GED) recipient is a member of the cohort class who earns a GED certificate during the reporting period. GED recipients are not considered Graduates or Dropped Out, and must be accounted for separately. The ADE no longer provides a list of GED recipients. You may use any sources available to you to identify students in the cohort class who have obtained a GED certificate. However, if you cannot determine if the student has received his or her GED, you must report that student as either Dropped Out or Status Unknown.

To qualify for this outcome, the former student must have received a GED certificate, not just enrolled in preparatory classes.

Outcome Example



The following examples show how to apply the 4 year graduation outcomes to individual student situations.

- By the end of her senior year in school year 2005-06, Sarah completed all of her course of study requirements but DID NOT receive a passing score on the AIMS test. Because Sarah was not expected to re-enroll, she has concluded her high school education. Sarah is a Completer.
- By the end of her senior year in school year 2005-06, Sharon, a special education student, completed the requirements for her Individual Education Plan and fulfilled her IEP AIMS requirement. Sharon was issued a High School Diploma and is a Graduate.

- Nadine is a twelfth grade foreign exchange student from Norway. She did not meet any Arizona requirements for graduation, but she was recognized for her attendance. Because Nadine is not expected to re-enroll, she is considered an Attendee.

4 Fifth Year Outcome Options

Overview

At the end of four years, you have identified students that you expect to re-enroll for a fifth year of high school. You also have identified students who have dropped out or are status unknown.

The fifth year codes only indicate graduates and GED recipients in the fifth year. Students who do not graduate within five years are not reported on the fifth year form.

During the following school year, keep track of these students so you can report if any of them complete graduation requirements. Fifth year outcomes are used to report on a student who is a member of last year's cohort class who graduates during their fifth year of high school (between the summer of the fourth year and spring of the fifth year). Assign ONLY ONE of the following outcomes to each student:

- Fifth Year Graduate - Still Enrolled (Course of Study)
- Fifth Year Graduate - Dropped Out
- Fifth Year Graduate - Status Unknown
- Fifth Year GED Recipient

Starting with the 2006 cohort class (when passing AIMS will first be required for graduation), these additional outcomes are available:

- Fifth Year Graduate - Still Enrolled (AIMS)
- Fifth Year Graduate - Still Enrolled (Met No Requirement)

For the cohort class of 2002, you must report all students who are members of this class but graduated late, starting with the summer of 2002 through the spring of 2003 (but not students who may graduate in the summer of 2003).

Fifth Year Transfer In Students

You may have a fifth year senior transfer into your school to complete his or her graduation requirements. When this happens, you must update the following areas of your four year report for the student's cohort class:

- Transfer In (B) – Update the count to include the transfer in student.
- Still Enrolled (option depends on the student's situation and cohort class) – Update the count to include the transfer in student.

If the student completes graduation requirements by the spring commencement of the fifth year, report the student as a fifth year

adjustment in the appropriate Fifth Year Graduate - Still Enrolled category, depending on the four year Still Enrolled category for the student and the cohort class.

If the student does not complete graduation requirements by the spring commencement of the fifth year, the student is not included in your fifth year adjustment counts.

Outcome Options

The following sections provide detailed descriptions of these outcomes. Each student who did not graduate last year with his or her cohort class will only have one outcome.

The only students who are reported with the fifth year adjustment are students who graduate after you report your 4 year graduation outcomes.

Fifth Year Graduate - Still Enrolled (AIMS)

Starting with 2006 cohort class, a Fifth Year Graduate - Still Enrolled (AIMS) student is a member of the cohort class who were reported at the end of 4 years as *Still Enrolled (AIMS)* and since then they have either:

- Received a passing score on the AIMS test
- Fulfilled the AIMS requirement specified in the IEP

These students have **graduated** from this school.

This is a new outcome starting with the 2006 cohort class and may not be used with any student who is a member of a cohort class prior to 2006.

The student must have been previously reported with the outcome Still Enrolled (AIMS). For more information, see "*Still Enrolled (AIMS)*" on page 9.

Fifth Year Graduate - Still Enrolled (Course of Study)

For cohort classes prior to 2006, a Fifth Year Graduate - Still Enrolled (Course of Study) student is a member of the cohort class who were reported at the end of 4 years as *Still Enrolled (Course of Study)*, and have either:

- Completed a course of study
- Fulfilled an Individual Education Plan (IEP)

These students have **graduated** from this school.

Starting with the 2006 cohort class, the requirements for reporting students as Still Enrolled (Course of Study Requirement) change.

For more information, see "*Still Enrolled (Course of Study)*" on page 10.

Fifth Year Graduate - Still Enrolled (Met No Requirement)

Starting with 2006 cohort class, a Fifth Year Graduate - Still Enrolled (Met No Requirement) student is a member of the cohort class who was reported at the end of four years as Still Enrolled (Met No Requirement) and have either:

- Completed a course of study AND received a passing score on the AIMS test
- Fulfilled an Individual Education Plan (IEP) AND fulfilled the AIMS requirement specified in the IEP

These students have **graduated** from this school.

This is a new outcome starting with the 2006 cohort class and may not be used with any student who is a member of a cohort class prior to 2006.

The student must have been previously reported with the outcome Still Enrolled (Met No Requirement). For more information, see "*Still Enrolled (Met No Requirement)*" on page 10.

Fifth Year Graduate - Dropped Out

A Fifth Year Graduate - Dropped Out student is a member of the cohort class who was reported at the end of four years as a dropped out but has since then returned to this school, completed the necessary requirements, and has **graduated** from this school.

The student must have been previously reported with the outcome Dropped Out. For more information, see "*Dropped Out*" on page 11.

Fifth Year Graduate - Status Unknown

A Fifth Year Graduate - Status Unknown student is a member of the cohort class who was reported at the end of four years with Status Unknown but has since returned to this school, completed the necessary requirements, and has **graduated** from this school.

The student must have been previously reported with the outcome Status Unknown. For more information, see "*Status Unknown*" on page 11.

Fifth Year GED Recipients

A Fifth Year GED Recipient student is a member of the cohort class who was reported at the end of four years with one of the following status but has since received a GED.

For cohort classes prior to 2006, students may have been assigned to the following statuses at the end of four years:

- Still Enrolled (Course of Study)
- Dropped Out
- Status Unknown

Starting with the cohort year 2006, students may have been assigned to the following statuses at the end of four years:

- Still Enrolled (AIMS)
- Still Enrolled (Course of Study)
- Still Enrolled (Met No Requirement)
- Dropped Out
- Status Unknown

Outcome Examples

The following examples show how to apply the fifth year graduation outcomes to individual student situations.

- By the end of his senior year in school year 2001-02, Matthew did not complete all of the course of study requirements for graduation but planned to re-enroll in school the following year. He was reported as Still Enrolled (Course of Study) at the end of 4 years. Matthew returned to school and completed his graduation requirements at the end of the first semester of the 2002-03 school year. Matthew is reported as a Fifth Year Graduate - Still Enrolled (Course of Study).

- By the end of her senior year in school year 2001-02, Nigela did not complete all of the course of study requirements for graduation but planned to re-enroll in school the following year. She was reported as Still Enrolled (Course of Study) at the end of 4 years. Nigela briefly returned during the 2002-03 school year, but dropped out. Nigela is not reported with a fifth year graduation outcome because she did not graduate.
- During her senior year, Cheryl dropped out of high school and was reported as Dropped Out at the end of 4 years. But Cheryl returned to school the following school year and completed her graduation requirements in time for the June commencement. Cheryl is reported as a Fifth Year Graduate - Dropped Out.
- Sally missed a great deal of school in the last semester of her Senior year and did not meet the graduation requirements. She was reported as Still Enrolled (Course of Study) at the end of 4 years. Sally attended summer school and completed her graduation requirements at the end of the summer. Sally is reported as a Fifth Year Graduate - Still Enrolled (Course of Study) because she graduated after the four year spring commencement, but within five years of starting high school.
- Sam is a member of the cohort class of 2001, but he didn't graduate with his class. He re-enrolled for a fifth year of high school, so he was reported at the end of 4 years as Still Enrolled (Course of Study). But Sam changed his mind in the fall, and successfully completed his GED. Sam is reported as a Fifth Year GED Recipient.
- Owin, a member of the 2003 cohort class at Washington High School, did not fulfill the course of study requirements necessary for graduation by the end of four years. Owin transferred to Jefferson High School as a fifth year senior to complete his graduation requirements. Owin completed his graduation requirements at Jefferson and graduated in the spring 2004 commencement. At Jefferson, they updated their 2003 cohort class four year data, adding Owin as a Transfer In and giving him the outcome of Still Enrolled (Course of Study). In the Fifth Year Adjustment, Owin's graduation is coded as Fifth Year Graduate - Still Enrolled (Course of Study)

5 USDE Completer Survey

Overview

Separate from Arizona's Graduation Rate Study, you are asked to provide information for the U.S. Department of Education (USDE) Completer Survey. In this section, the USDE wants a count of every graduate or completer for the current school year, regardless of the student's cohort class membership.

For the USDE Survey, the reporting period is different from the Graduation Rate Study: it spans from the first day of the fall semester and includes the summer AFTER the school year.

For 2002, you must report all students who graduated or completed high school starting with the fall of 2001 through the summer of 2002.

The USDE uses this data to compare the states and U.S. territories. Therefore, it is important that you accurately report the number of high school graduates and completers.

Reporting Options

Use the following categories to report your USDE Completer Survey counts.

Regular Diploma Recipients

Regular diploma recipients are students who met the requirements for high school graduation and received a regular or honors diploma.

A convenient way to determine your Regular Diploma Recipients is to total the W7s and year end graduates from the 2001-2002 Year-End Enrollment report and add the summer 2002 graduates.

Arizona State law requires that Special Education students who successfully fulfill the requirements of an Individual Education Plan receive a regular high school diploma.

Other Completers

Other Completers are students who received an exiting credential for high school attendance or completion of a secondary program but did not complete all requirements for a regular high school diploma.

A few districts issue a Certificate of Attendance or Certification of Completion in lieu of a diploma for students who leave school at age 22 or for twelfth grade foreign exchange students who did not complete graduation requirements before leaving the country.

A convenient way to determine your Other Completers is to total the W6s and year end graduates from the 2000-2001 Year-End Enrollment

report and add the summer 2002 S6s (from the 2002-2003 reporting period) for high school grades and Ungraded Secondary.

The definition for Completers changes with the Class of 2006.

Total Completers

The total number of graduates and completers is almost always higher than the number of graduates reported on Line F of the Graduation Rate Study because this survey also includes completers who are members of other cohort classes (fifth year students, special education students, early graduates, and completers who turned 22).

Outcome Examples

The following examples show how to apply the USDE Graduates and Completers survey outcomes to individual student situations.

- Maria is a member of the cohort class of 2003, but she graduated a year early in 2002. Maria is counted on the 2002 USDE survey as a Graduate and the Graduation Rate Study cohort class of 2003 because the USDE Survey does not classify students based on their cohort affiliation (Arizona's Graduation Rate Study does).
- Tyneckia is a member of the cohort class of 2001, but she didn't graduate with her class. She returned to high school for a fifth year and graduated at the end of the first semester of the 2002-03 school year. Tyneckia is counted on the 2002 USDE survey as a Graduate and on the fifth year adjustment for the cohort class of 2001.

6 Graduation Rate Form

Overview

The Arizona Department of Education Graduation Rate Study form is used to prepare your Graduation Rate Study data. Once you have completed this form, you are ready to enter your data into the Graduation Rate Study website.

A copy of the form is included at the end of this manual. Or, you can use the Graduation Rate Study Worksheet, a Microsoft Excel worksheet, to collect your data and provide some initial error checking. The worksheet is available from the Research and Policy area of the ADE website:

www.ade.az.gov/researchpolicy/gradrate/

Completing the Form

The Graduation Rate Study form consists of three parts:

- Current cohort class membership
- Current cohort class outcomes
- Previous cohort class fifth year adjustments
- USDE Completer Survey

All counts are broken out by ethnicity and gender.

Cohort Class Membership

Line A through line E provide information about the cohort class membership. Use the following table to complete each of these lines.

Line	Element	Instructions
A	Original Enrollment	<p>The total number of students in this cohort class (broken out by ethnicity and gender) who were first time ninth graders at this school.</p> <hr/> <p>For more information, see “<i>Original Enrollment</i>” on page 5.</p>
B	Transfers In	<p>The total number of students in this cohort class (broken out by ethnicity and gender) who transferred to this school and joined the cohort class.</p> <hr/> <p>For more information, see “<i>Transfer In Students</i>” on page 6 and “<i>Fifth Year Transfer In Students</i>” on page 13.</p>
C	Transfers Out	<p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class and transferred to another school</p>

Line	Element	Instructions
		or educational program leading to a high school diploma before graduating.
		For more information, see " <i>Transfer Out Student</i> " on page 6.
D	Deceased	The total number of students (broken out by ethnicity and gender) who were members of the cohort class and died before graduating.
		For more information, see " <i>Deceased Students</i> " on page 7.
E	Cohort Class Membership	The Grad Rate program calculates the Cohort Class Membership count by adding together line A plus line B minus line C minus line D for each ethnicity and gender.
		For more information about rates, see " <i>Graduation Rate Study Calculations</i> " on page 26.

Cohort Class Outcomes

Line F through Line N defines the outcomes for each member of the cohort class. Each student can have only one outcome. Use the following table to complete each of these lines.

Line	Element	Instructions
F	Graduates	<p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class and met the requirements to graduate from this school.</p> <p>For cohort classes prior to 2006, assign this code to ALL students receive a high school diploma from this school.</p> <p>Starting with cohort class 2006, the student must either:</p> <ul style="list-style-type: none"> ■ Fulfill a course of study AND receive a passing score on the AIMS test. ■ Complete an Individual Education Plan (IEP) AND fulfill the AIMS requirement specified in their IEP. <p>For more information, see "<i>Graduates</i>" on page 8.</p>
G	Completers	<p>This outcome cannot be used with students prior to the 2006 cohort year.</p> <p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class who either:</p> <ul style="list-style-type: none"> ■ Fulfill a course of study but did NOT receive a passing score on the AIMS test. ■ Complete an Individual Education Plan (IEP) but did NOT fulfill the AIMS requirement specified in their IEP. <p>For more information, see "<i>Completers</i>" on page 9.</p>

Line	Element	Instructions
H	Attendees	<p>This outcome cannot be used with students prior to the 2006 cohort year.</p> <p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class and met one of the following requirements:</p> <ul style="list-style-type: none"> ■ DID NOT fulfill a course of study ■ DID NOT fulfill an IEP ■ Turned 22 years of age ■ Attended this school as a twelfth grade exchange student. <p>Attendees have concluded their high school education.</p> <hr/> <p>For more information, see “Attendees” on page 9.</p>
I	Still Enrolled (AIMS)	<p>This outcome cannot be used with students prior to the 2006 cohort year.</p> <p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class and are attending a fifth year of high school because they either:</p> <ul style="list-style-type: none"> ■ DID fulfill a course of study but DID NOT receive a passing score on the AIMS test ■ DID fulfill an Individual Education Plan (IEP) but DID NOT fulfill the AIMS requirements specified in the IEP. <hr/> <p>For more information, see “Still Enrolled (AIMS)” on page 9.</p>
J	Still Enrolled (Course of Study)	<p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class and are attending a fifth year of high school because they either:</p> <ul style="list-style-type: none"> ■ DID NOT fulfill a course of study ■ DID NOT complete an Individual Education Plan (IEP) <p>For cohort classes prior to 2006, assign this code to ALL students who enroll for a fifth year of high school.</p> <p>Starting with the cohort year 2006, the students must meet one of these requirements:</p> <ul style="list-style-type: none"> ■ DID NOT fulfill a course of study but DID receive a passing score on the AIMS test. ■ DID NOT complete an Individual Education Plan (IEP) but fulfilled the AIMS requirement specified in the IEP. <hr/> <p>For more information, see “Still Enrolled (Course of Study)” on page 10.</p>

Line	Element	Instructions
K	Still Enrolled (Met No Requirement)	<p>This outcome cannot be used with students prior to the 2006 cohort year.</p> <p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class and are attending a fifth year of high school because they either:</p> <ul style="list-style-type: none"> ■ DID NOT fulfill a course of study and DID NOT receive a passing score on the AIMS test ■ DID NOT complete an Individual Education Plan (IEP) and DID NOT fulfill the AIMS requirement specified in their IEP. <hr/> <p>For more information, see "<i>Still Enrolled (Met No Requirement)</i>" on page 10.</p>
L	Dropped Out	<p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class and withdrew from this school with the intention of NOT completing graduation requirements.</p> <p>For cohort classes prior to 2006, assign this code to ALL students who leave school without receiving a high school diploma.</p> <p>Starting with the cohort year 2006, students who used to be considered as Dropped out may be more accurately considered completers and attendees.</p> <hr/> <p>For more information, see "<i>Dropped Out</i>" on page 11.</p>
M	Status Unknowns	<p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class that withdrew from this school, and whose status is unknown to this school and school district.</p> <hr/> <p>For more information, see "<i>Status Unknown</i>" on page 11.</p>
N	GED Recipients	<p>The total number of students (broken out by ethnicity and gender) who were members of the cohort class that withdrew from this school, and received a GED certificate.</p> <hr/> <p>For more information see "<i>GED Recipient</i>" on page 11.</p>

Fifth Year Adjustments

Line O through Line T defined new outcomes for students who returned as a fifth year student during the current school year. Use the following table to complete each of these lines.

Line	Element	Instructions
O	Fifth Year Graduate - Still Enrolled (AIMS)	<p>This outcome cannot be used with students prior to the 2006 cohort year.</p> <p>The total number of students (broken out by ethnicity and gender) who are members of the cohort class that were reported at the end of 4 years as <i>Still Enrolled (AIMS)</i> and since then they have either:</p> <ul style="list-style-type: none"> ■ Received a passing score on the AIMS test ■ Fulfilled the AIMS requirement specified in the IEP <p>These students have graduated from this school.</p> <hr/> <p>For more information see "<i>Fifth Year Graduate - Still Enrolled (AIMS)</i>" on page 14.</p>
P	Fifth Year Graduate - Still Enrolled (Course of Study)	<p>The total number of students (broken out by ethnicity and gender) who are members of the cohort class that were reported at the end of 4 years as <i>Still Enrolled (Course of Study)</i>, and have either:</p> <ul style="list-style-type: none"> ■ Completed a course of study ■ Fulfilled an Individual Education Plan (IEP)
Q	Fifth Year Graduate - Still Enrolled (Met No Requirement)	<p>This outcome cannot be used with students prior to the 2006 cohort year.</p> <p>The total number of students (broken out by ethnicity and gender) who are members of the cohort class that were reported at the end of 4 years as <i>Still Enrolled (Met No Requirement)</i>, and they have either:</p> <ul style="list-style-type: none"> ■ Completed a course of study AND received a passing grade on the AIMS test ■ Fulfilled an Individual Education Plan (IEP) and fulfilled the AIMS requirement of the IEP <p>These students have completed all graduation requirements and have graduated from this school.</p> <hr/> <p>For more information, see "<i>Still Enrolled (Met No Requirement)</i>" on page 10.</p>
R	Fifth Year Graduate - Dropped Out	<p>The total number of students (broken out by ethnicity and gender) who are members of the cohort class that were reported at the end of 4 years as <i>Dropped Out</i> but have completed the graduation requirements and they have graduated from this school.</p> <hr/> <p>For more information, see "<i>Fifth Year Graduate - Dropped Out</i>" on page 15.</p>

Line	Element	Instructions
S	Fifth Year Graduate - Status Unknown	<p>The total number of students (broken out by ethnicity and gender) who are members of the cohort class that were reported at the end of 4 years as <i>Status Unknown</i> but have completed the graduation requirements and have graduated from this school.</p> <hr/> <p>For more information, see "<i>Fifth Year Graduate - Status Unknown</i>" on page 15.</p>
T	Fifth Year GED Recipients	<p>The total number of students (broken out by ethnicity and gender) who are members of the cohort class that were reported at the end of 4 years in selected statuses, but have received a GED since then.</p> <p>For cohort classes prior to 2006, students may have been assigned to the following statuses at the end of four years:</p> <ul style="list-style-type: none"> ■ Still Enrolled (Course of Study) ■ Dropped Out ■ Status Unknown <p>Starting with the cohort year 2006, students may have been assigned to the following statuses at the end of four years:</p> <ul style="list-style-type: none"> ■ Still Enrolled (AIMS) ■ Still Enrolled (Course of Study) ■ Still Enrolled (Met No Requirement) ■ Dropped Out ■ Status Unknown <hr/> <p>For more information, see "<i>Fifth Year GED Recipients</i>" on page 15.</p>

USDE Completer Survey

The final form lines collect information about the number of students who graduated or completed their high school education in this current fiscal year, regardless of their cohort class. Use the following table to complete each of these lines.

Line	Element	Instructions
W	Regular Diploma Recipients	<p>The total number of students (broken out by ethnicity and gender) who met the requirements for graduation from high school and received a regular or honors diploma during this reporting period regardless of their cohort class membership.</p> <hr/> <p>The reporting period runs from fall through the subsequent summer of each school year. For 2002, the reporting period includes graduates from the fall of 2001 through summer of 2002.</p> <p>For more information, see "<i>Regular Diploma Recipients</i>" on page 17.</p>

Line	Element	Instructions
X	Other Completers	<p>The total number of students (broken out by ethnicity and gender) who received an exiting credential for high school attendance or completion of a secondary program but did not complete all requirements for a regular high school diploma during this reporting period regardless of their cohort class membership.</p> <hr/> <p>The reporting period runs from fall through the subsequent summer of each school year. For 2002, the reporting period includes graduates from the fall of 2001 through summer of 2002.</p> <p>For more information, see “<i>Other Completers</i>” on page 17.</p>
Y	Total Graduates and Completers	<p>The Grad Rate program calculates the Total Graduates and Completers during this reporting period by adding together the Regular Diploma Recipients and Other Completers for each ethnicity and gender.</p> <hr/> <p>If you submit your graduation data online, the Graduation Rate Study website calculates this line for you.</p> <p>For more information, see “<i>Total Completers</i>” on page 18.</p>

7 Graduation Rate Study Calculations

Calculation Formulas

You are NOT required to calculate the various rates for the Graduation Rate Study (i.e., graduation rates, dropout rates). However, if you would like to calculate these rates for your records, please use the following formulas:

Calculation	Formula
Graduation Rate	Divide the number of Graduates (Line F) by the Cohort Class Membership (Line E), and multiply by 100 to express the rate as a percentage.
Completer Rate	Divide the number Completers (Line G) by the Cohort Class Membership (Line E), and multiply by 100 to express the rate as a percentage. Currently, there is NOT an official policy on completers or attendees. The definitions in this document will be revised to reflect State Board of Education policies, once established.
Attendee Rate	Divide the number Attendees (Line H) by the Cohort Class Membership (Line E), and multiply by 100 to express the rate as a percentage. Currently, there is NOT an official policy on completers or attendees. The definitions in this document will be revised to reflect State Board of Education policies, once established.
Still Enrolled Rate	Divide the sum of students Still Enrolled (AIMS) (Line I), Still Enrolled (Course of study Requirements) (Line J) and Still Enrolled (Met No Requirements) (Line K) by the Cohort Class Membership (Line E), and multiply by 100 to express the rate as a percentage. The Still Enrolled Rate includes ALL three categories of students coded as Still Enrolled.
Dropout Rate	Divide the number of Dropped Out (Line L) by the Cohort Class Membership (Line E), and multiply by 100 to express the rate as a percentage.
Status Unknown Rate	Divide the number of Status Unknowns (Line M) by the Cohort Class Membership (Line E), and multiply by 100 to express the rate as a percentage.
GED Recipient Rate	Divide the number of GED Recipients (Line N) by the Cohort Class Membership (Line E), and multiply by 100 to express the rate as a percentage.

Verifying Your Calculations

After calculating rates for each category, the sum of percentages should equal 100%. For example, if a school had a Cohort Class Membership of 150, the following outcomes would be accurate:

Outcome	Count	Rate
Graduates	104	69.3%
Completers	25	16.7%
Attendees	5	3.3%
Still Enrolled (Course of Study)	7	4.7%
Dropped Outs	4	2.7%
Status Unknowns	2	1.3%
GED Recipients	3	2%
TOTAL	150	100%

Please note that these are four-year rates. If your school's annual high school dropout rate is 7%, the four year rate might be 20-25%, because some dropouts return to school and finish, and some students drop out repeatedly, so they are counted on more than one of the annual reports. The four-year rate shows what happens to the cohort class over the long term.

Your efforts to locate students of unknown status will pay off in higher graduation rates. Every time you find that a missing student had enrolled in another school after he left your school, your school's Cohort Class Membership (the denominator) is reduced by one, improving the graduation rate for the remaining members of the cohort class. The impact on your school's graduation and dropout rates can be very significant, as shown below.

Rate Example

The following example shows how to calculate the rates and how they can be improved.

Desert View High School has identified 100 students belonging to a cohort class. Of those, 69 concluded their high school education (as a Graduate, Completer, or an Attendee), 6 are still enrolled, and 25 were dropouts (5 coded as Dropped Out and 20 coded as Status Unknown).

■ The rate for school graduation/completer/attendee is $69 \div 100$ or 69%

■ The dropout/status unknown rate is $25 \div 100$ or 25%

Staff at the school made an effort to locate and determine the current status of the 20 members of the Class who were coded as status unknown. They found appropriate evidence that 14 of the 20 had transferred into other high schools. The school reduced the class size by 14, the total number of students who transferred out.

■ The rate for school graduation/completer/attendee improves to $69 \div 86$ or 80.2%

■ The dropout/status unknown rate is reduced to $11 \div 86$ or 12.8%

Though the number of graduates has not increased, the graduation rate has improved by 11.2 percent.

Graduation Rate Study

User Manual

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Please help us to continually improve our service to you by letting us know how well this user manual met your needs.

1. It was easy to download and print this user manual. Yes No
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2. This user manual contains accurate information. Yes No
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If NO, please provide examples where you had difficulties using the manual, including the page numbers where you had problems.

4. Please provide us with any other feedback about this user manual.
-

Thank you for taking the time to answer these questions.

Please mail your completed form to: Attention: Graduation Rate Feedback, Arizona Department of Education, Research and Policy, 1535 W. Jefferson Street, Phoenix, Arizona 85007, or FAX it to: (602) 364-0887.